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ABSTRACT

The major hypothesis of this study was that homemakers who have been enrolled in a home economics program designed to prepare for the vocation of homemaking perceive themselves as more effective homemakers and/or as full time employees than those who have not been enrolled in such a program. To conduct the study, the Duncan's New Multiple Range Test was used to analyze questionnaire data collected for the two samples of homemakers which were taken from four states. One questionnaire was completed by full time homemakers and a shorter questionnaire was completed by employed homemakers. A low score on the instruments designated that the homemaker had a positive perception of her own homemaking abilities. These perceptions were analyzed in terms of variables such as: (1) the husbands' occupation for the full-time homemaker and wife's own occupation for the employed homemaker, (2) years of high school home economics enrollment, and (3) geographic location. Based on these variables it was concluded that the perceived effectiveness of full-time homemakers increased with enrollment in high school home economics classes, with years of participation in homemaker's clubs, and with amount of time spent in homemaking tasks under parental supervision. (Author/JS)

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March 1971

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March 31, 1971

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Investigators: Aleene A. Cross
Anna M. Gorman
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Agnes F. Ridley

Institution: University of Georgia

The major purpose of the study was to determine the relationship between the perceived effectiveness of full-time homemakers and homemakers who are also full-time employees and the extent of enrollment in home economics at the secondary level.

The major hypothesis was that homemakers who have been enrolled in a home economics program designed to prepare for the vocation of homemaking perceive themselves as being more effective as homemakers and/or as full-time employees than those who have not been enrolled.

The major purpose depended on the accomplishment of several preliminary objectives. The criterion measures for determining the effectiveness of full-time homemakers and full-time employees were developed, validated, and tested for reliability. The content of the criterion measures was drawn from data secured through interviews, using a schedule developed for the study.

The study was limited to the four southern states: Florida, Georgia, Kentucky, and South Carolina. The study was designed to permit a proportionate share of data to be collected in each state.

In this study, the homemaker is defined as a woman 30 years of age or younger. Although the homemaking responsibilities of the husband and other family members are recognized as worthy of research, they are here omitted to focus on the wife-mother role. The family structure of the homemaker in the study was assumed to be a wife, husband and one or more children even though it is evident that there are children and one parent families, as well as other family compositions.

Effectiveness as a full-time homemaker or as a homemaker who is also a full-time employee was defined operationally as the total score on

a five-point rating scale contained in each of the criterion measures. The respondent was asked to judge her own competence in relation to other homemakers. The statements were behaviors generally expected of homemakers. The respondent also completed a questionnaire related to family status, employment, and years of homemaking instruction in both formal and informal situations.

The Duncan's New Multiple Range Test was used to analyze the data collected for the two samples of homemakers from the four states. The variables were: husbands' occupation for the full-time homemaker and wife's own occupation for the employed homemaker; years of high school home economics enrollment; 8th grade enrollment in home economics; 4-H club membership; non-credit home economics classes; homemaker club membership; mother and/or other adult help during youth; and geographic location.

A low score on the instruments designated that the homemaker had a positive perception of her own homemaking abilities. Hypotheses were accepted (being true) for the <u>full-time homemakers</u> for the following variables:

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks was related to the husband's occupation;

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with enrollment in home economics at the high school level;

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with the number of years of participation in homemakers' clubs; and

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with the amount of time devoted by mothers and/or other adults in the parental home in teaching them homemaker responsibilities.

There were no significant differences among the variables for the <u>employed homemakers</u> and all hypotheses were rejected.

TABLE OF CONTENTS

CHAPTER		PAGE
I	Introduction	1
	Need for the Study	1
	Scope of the Report	2
	Purpose of the Study	2
	Limitations of the Investigation	3
	Review of Literature	3
II	Procedures	8
	Development of the Criterion Measure for Full-Time Homemakers	8
	Validation of Instrument I	13
	Development of the Criterion Measure for Full-Time Employees Who are Homemakers	14
	Validation of Instrument II	15
	Development of the Questionnaire	16
	Preliminary Results and Conclusions	16
III	Results of the Study	19
	Sample	19
	Data Collection	19
	Analysis of Data	20
	Husbands' and Employed Homemakers' Job Category	20
	Home Economics Enrollment	21
	8th Grade Home Economics	24
	4-H Club Membership	24
	Non-Credit Home Economics Classes	25
	Homemakers Club Membership	26
	Mother's Teaching	27
	Summary	28
IV	Conclusions and Recommendations	30
	Summary of Findings and Conclusions	30
	Recommendations	32
	Bibliography	33
	Appendix: The Instruments	35

EVALUATION OF VOCATIONAL HOME ECONOMICS PROGRAMS IN TERMS OF THE EFFECTIVENESS OF FULL-TIME HOMEMAKERS AND HOMEMAKERS WHO ARE ALSO FULL-TIME EMPLOYEES

CHAPTER 1

Introduction

Need for the Study

Home Economics programs traditionally have assumed major responsibility for preparing youth and adults in ways that improve the quality of home and family living. Federal financial support for the advancement of programs most recently has been provided by the Vocational Education Act of 1963 and the 1968 Amendments to the VEA. In the process of assessing achievement in home economics programs prior to the 1963 Act, a paucity of evaluative data was recognized. The available judgments and data were primarily subjective once the need was for information beyond enrollment figures and expenditures. The present investigation was designed to develop evaluation instruments which could be used to measure certain outcomes of enrollment in home economics programs. Since the primary context for home economics has been the public schools, it was assumed that the general public's expectation of homemaker's competency was a valid basis for evaluation of programs and could be used in the development of criterion measures.

A major purpose of home economics at the secondary school level traditionally has been preparation for the vocation of homemaking. It continues to be an important focus particularly at the high school level. Emphasis on the preparation for home economics related occupations was added with the passage of the Vocational Act of 1963. The increasing number of women being employed outside the home indicates the need to provide education for both homemaking and employemnt. Home economics educators believe that an effective homemaker makes a more desirable employee than the employee who is not effective as a homemaker.

Because the rapid changes in society constantly affect the successful functioning of the home and family, continuous evaluation of home economics programs is needed to insure maximum value. A first step in the evaluation process is the selection and/or development of adequate criterion measures. Valid and reliable instruments and

techniques for gathering evidence of effectiveness are needed for evaluation of home economics programs at both the secondary and post-secondary levels.

The present effort represents a important contribution to vocational education by providing (1) two instruments for evaluating programs of home economics, (2) criteria for planning future programs, and (3) evidence of the contribution home economics has made and is making to both family life and the world of work.

Scope of the Report

The report presents the need for the study, showing the lack of instruments and adequate procedures for program evaluation. Related research is reported. The objectives and hypotheses, the procedures followed in developing and validating the instruments and their use in testing the hypotheses are presented. The results, conclusions, and recommendations conclude the report.

The project was conducted in Florida, Georgia, Kentucky, and South Carolina with a teacher educator directing the research in each state. The University of Georgia was the institution entering the grant agreement with Dr. Aleene A. Cross of that institution serving as chairman of the research team. Other cooperating researchers were: Dr. Anna M. Gorman of the University of Kentucky*, Dr. Helen Loftis of Winthrop College in South Carolina, and Dr. Agnes F. Ridley of Florida State University.

The Purpose of the Study

The major purpose of the study was to determine the relationships between the effectiveness of full-time homemakers and homemakers who are also full-time employees and the extent of enrollment in home economics at the secondary level. The major hypothesis was that homemakers who have been enrolled in a home economics program designed to prepare for the vocation of homemaking are more effective as homemakers and/or as full-time employees than those who have not been enrolled.

The major purpose depended on the accomplishment of several preliminary objectives. The criterion measures for determining the effectiveness of full-time homemakers and full-time employees were developed and validated. The content of the criterion measures was drawn from data secured through interviews, using a schedule developed for the study.

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Limitations of the Investigation

The study was limited to the four southern states: Florida, Georgia, Kentucky, and South Carolina. The study was designed to permit a proportionate share of data to be collected in each state.

In this study, the homemaker is defined as a woman 30 years of age or younger. Although the homemaking responsibilities of the husband and other family members are recognized as worthy of research, they are here omitted to focus on the wife-mother role.

The family structure of the homemaker in the study was selected to be a wife, husband and one or more children even though it is evident that there are childless and one parent families, as well as other family compositions.

Effectiveness as a full-time homemaker or as a homemaker who is also a full-time employee was defined operationally as the total score on a five-point rating scale. The scale for the full-time homemakers was originally named, Rate Yourself as a Homemaker. It was later designated as Self Perception of Competence - Full-Time Homemaker. In this report, it is referred to as Instrument I.

Similarly, the scale for the employed homemakers was ultimately named Self Perception of Competence - Employed Homemaker and is referred to as Instrument II in the report.

In each instance, the respondent was asked to judge her own competence in relation to other homemakers. The items were statements of the behaviors generally expected of homemakers.

Review of Literature

A review of research and related literature revealed a limited number of studies that had a direct bearing on the purposes of this particular investigation. Several studies attempted to measure values held by women concerning homemaker roles. Some studies focused upon the husband-wife division of homemaking responsibilities or upon the roles of other family members. The adjustment to the dual roles assumed by the employed homemaker was the concern of still other research efforts. Although the literature revealed a few descriptions of courses designed to prepare for the dual role, none of the reviewed research attempted to show a relationship between homemaker effectiveness and home economics curricula.

Studies that attempted to measure values concerning the role of the homemaker included Kohlmann and Kanmeyer. Kohlmann's 1960 study

had as its major purpose the development of an instrument to be utilized by home economics teachers, extension home economists, and adult study-group leaders to identify values of homemakers. The initial step in developing the forced-choice instrument which is entitled, "My Portrait as a Homemaker," was selecting the eight values: 1) economy, 2) education, 3) friendship, 4) health, 5) status, 6) family life, 7) work efficiency, and 8) concern for others. A pool of behavioral items, believed to be related to the eight values, was then collected and tested. The instrument more nearly parallels the present research than any other in the literature reviewed, but it was not intended to be used to evaluate the relationship of home economics to feelings of adequacy on the part of the homemaker. The primary task of Kanmeyer's (1964) research was to develop a set of statements or items about feminine role behavior which would meet the criteria of the attitude scale using the Guttman technique. The resultant scale provides an ordinal measure of attitudes toward feminine role behavior. The subjects who fall at one end on the scale are judged to hold the most "modern" attitudes toward feminine role behavior and the subjects at the opposite extreme hold the most "traditional" attitudes. The scale, which consists of only eight items, was tested with unmarried undergraduate girls on a state university campus rather than with homemakers.

Several studies have been conducted to distinguish those women who are career-oriented and those who are home-oriented. Hoyt and Kennedy (1958) were able to differentiate between the two groups by their scores on the Strong Vocational Interest Blank for Women and on the Edwards Personality Preference Schedule. On the other hand, Avila (1967) discovered no basic personality differences within the two groups. Other studies made by Vetter and Lewis (1964) of differences in personality as it affects career or home preference revealed no significant difference per se.

Studies that deal with husband-wife responsibilities and roles include those made by Blood, Axelson, Nye, Weil, Siegal and Haas. Those studies concerned with roles and responsibilities of other family members include Walters and Ojemann, Lakin, Zackary, and Moore.

Blood (1958) developed an interview scale to assess the division of labor in city and farm families in the Detroit metropolitan area. The question at issue was the following: Given the typical schedule of time available to the husband and wife, what proportion of the work at home will be done by each? The investigator concluded that the division of labor in city and farm families was significantly different in the expected directions. Farm wives exceeded city wives in work both in traditional feminine spheres and in many masculine role areas. The interview schedule was limited to a sampling of eight household tasks and no attempt was made to assess the total role of the homemaker.

Axelson (1963) developed an instrument to measure maritial adjustment and marital role definitions of husbands of working and non-working wives. As a measure of marital adjustment, the instrument included items previously developed and used successfully by Nye (1959). A six-item Guttman-type scale was constructed which produced a reproducibility coefficient of .90. The Israel Gamma technique (Image Analysis) was employed, which resulted in raising the reproducibility to .93. Nye's scale was originally composed of nine items, but in transferring from a female to the male population used by Axelson the number of items in the instrument was reduced to six. The question is raised as to the legitimacy of the assumption of a common perceptual framework existing between men and women in relation to role definitions.

Career orientation of the wife and the favorable attitude of the husband were the determining factors in influencing the actual or planned work participation reported in a study by Weil (1961). Her discussion of familial roles on a more popular level emphasized the change of division of labor within the home in terms of the husband's assistance with chores. However, this analysis suggested the factor of the husband's help with child care especially as it affects the wife's participation in the labor force.

Siegal and Haas (1963) summarized the contrasts between working mothers and those who stayed at home to be: (1) working mothers' husbands were more favorable toward maternal employment than other husbands, (2) working mothers' families were smaller than the families of non-working mothers, (3) their relations with their husbands were apparently neither more nor less satisfactory than those of non-working mothers, (4) their families were somewhat more equalitarian in their attitudes toward division of authority and of labor in the home, and the family members were somewhat more active in the routine running of the household than is typical in other families, and (5) working mothers' attitudes and reported practices with respect to child-socialization were little different from those of other mothers. With the exception of the difference in family size, the differences which were found between working mothers and others were not extreme nor dramatic.

Walters and Ojemann (1952) developed instruments to measure two components of attitudes toward the role of women as expressed by adolescent boys and girls coming from a small town and rural community of the midwest. The two components, the behavioral disposition and the interiorized norm, were scored on a superordinate-partnership-subordinate continuum. A somewhat indirect approach to measurement of the behavioral disposition and the interiorization of norms was selected. Instead of asking the subject directly whether he favored a given role for women, he was presented with a series of situations. Each situation described some behavior

involving the role of women. The subject was then asked two questions: Would you do the same? Do you think you should do the same? The instruments tested attitudes of boys and girls toward role rather than feelings of adequacy of homemakers.

Lakin's (1957) study reported an application of projective methods in one aspect of a larger investigation of maternal attitudes and feelings. The techniques were designed to tap performance behaviors ranging from self-evaluatory to unconscious self-revelatory. Hence, the tasks were structured, as in the questionnaire: moderately structured, as in the self-assessment in terms of relevant attitudes; or unstructured and ambiguous, as in the picture-story procedure. Methodologically, the results demonstrated that a modification of a widely utilized projective technique may be employed to elicit illustrative configurations of attitudes in relation to one aspect of the homemaker role: early mother-child interactions and psychophysiological adjustment of the infant.

Zackary (1962) developed instruments to assess the acceptance of various homemaking activities by future and present homemakers. Instrument A consisted of a selected list of 99 items, whereas Instrument B contained 88 which were found to yield satisfactory measures of reliability. The instruments were intended to identify areas of acceptance rather than adequacy in the performance of homemaking activities.

More (1967) investigated the expressed willingness of senior high school boys and adult males to perform various homemaking activities. The subjects were 85 male high school seniors and 83 adult males representing various socio-economic levels in Leon County, Florida. Two checklists of similar homemaking activities were administered to the groups. Findings indicated that the high school males foresaw and accepted involvement in homemaking and that adult males participated to a high degree in all types of homemaking activities.

When the role expectations of the employed homemaker and non-employed homemaker were analyzed, the question arose as to whether or not there is a significant difference between the two. The only difference encountered being their initial choice of work or non-work. Or, both groups tended to have the same perceptions of their role in the particular framework within the home. The basic problem, however, stemmed from the dualist role of the employed woman. She must be able to adjust to and coordinate both roles, assessing the extent to which she can perform each role successfully without detriment to the other. The studies reviewed that were concerned with the dual role include Weneck (16) and Whatley (17).

Among the many factors which may facilitate or hinder the mother's employment, the largest group includes those which influence the extent to which the woman's time is required for fulfillment of her roles as housewife and mother. A study was made by Weneck (1967) to determine if employed homemakers manage their home differently than non-employed homemakers. It was found that both groups were generally satisfied, but time management was the biggest problem not only for the employed homemakers, but also for the full-time homemakers.

In a report on problems and concerns of working mothers, Whatley (1963) found those activities reported to be a "big problem" were those having to do with major tasks which were not regularly included in the daily routine, such as washing windows and waxing floors. As a group, it was noted, employed mothers were not using the manpower of family members, used very little help, tried to do most of the work they would do individually as full-time homemakers and also work in the labor force. Yet, the family unit was the main concern of the employed homemaker.

Two articles reported home economics courses that focused upon the dual role are by Angliss and Blackburn. Angliss (1969) developed five instruments to determine student and teachers opinions of the effectiveness of curriculum methods and materials in two experimental courses concerned with preparation of disadvantaged students for the dual role of homemaker-wage earner or homemaker only. The items were aimed at evaluating only the overlapping experiences of homemaker-wage earner or homemaker.

Blackburn (1964) initiated an experimental course to prepare girls for the dual role of homemaker-wage earner. In approaching the problems of homemaker-wage earner, the students identified steps involved first in homemaking as a single person and then as a married homemaker. From the evaluations, it was concluded that the course was realistic, interesting and should be continued.

The reviewed reports are all limited in so far as the purposes of the present study were concerned. Most have failed to specify a concern for determining feelings of adequacy on the part of the homemaker. Perhaps an even more serious limitation in relation to the present study is the lack of comparison of enrollment in home economics and feelings of adequacy of homemakers. The review clearly indicates a lack of research dealing with the relationship of the possible contributions of home economics to perceptions of effectiveness by homemakers.

CHAPTER 2

Procedure

Development of the Criterion Measure for Full-Time Homemakers

Based on the assumption that the general public has a perception of the competences of a homemaker, an open-ended interview schedule was developed. The interviewees were prompted by use of open-end questions to respond with expectations of homemakers in relation to areas such as management and consumer practices, clothing and feeding the family, child care and guidance, and family and community relations. The preliminary drafts of the interview schedule were tested in Florida, Georgia, and South Carolina.

The eligibility of the potential interviewee was established through answers to questions related to family status, age, and occupation of the homemaker. Additional questions about the husband's occupation and the educational levels of husband and wife were used to determine socio-economic status.

The interviewees comprised five groups: full-time homemakers, husbands of full-time homemakers, employed homemakers, husbands of employed homemakers and adolescents. In each group, individuals were living in intact families, meaning that the husband, wife and at least one child were in the home.

Socio-economic level was controlled by selecting as interviewees those homemakers whose husbands represented one of the occupational classifications:

(1) working class
(2) management and technical (or technician)
(3) professional.

The North-Hatt classification (1953) provided the basis for determining the placement of each occupation in the appropriate category. In instances where the occupation was not in the North-Hatt list, the decision of two qualified judges was followed.

Geographic distribution was controlled by selecting one-third of the interviewe from those living in city areas, one-third in towns, and one-third in rural farm and/or non-farm areas.

The sample for each state was selected to provide a total of 135 interviews:

Number of Interviewees by States

Groups	Georgia	Kentucky	South Carolina	Total
Homemaker	9	9	9	27
Husband of Full-time Homemaker	9	9	9	27
Employed Homemaker	9	9	9	27
Husband of Employed Homemaker	9	9	9	27
Adolescent	9	9	9	27
TOTAL	45	45	45	135

This phase of the research was completed prior to receiving the grant. Investigators in three states, Georgia, Kentucky, and South Carolina, were able to secure funds through their respective Research Coordinating Units. The number of interviews originally based on four states participating was adjusted to permit collection of adequate data in the three states for the purposes of initial development of the criterion measure.

The interviews were conducted by research assistants in each state who were trained by the principal investigators. In each case, the potential interviewee was contacted individually and a convenient time and place was arranged for the interview. The tape-recorded interviews were transcribed verbatim as soon as possible to insure accuracy since in some instances the setting was less than optimum for recording purposes.

To include the perceptions of professional home economists, six leading home economists in two of the states were interviewed. The state supervisor of home economics education, the state leader of home economics extension and a teacher educator other than the investigators in Georgia and South Carolina agreed to participate. Each interview was conducted in the same way as for the other subjects. The interviews were tape-recorded and the transcriptions were analyzed along with those from subject interviews.

In each state after the 135 tapes were transcribed, content analysis revealed discrete expectations expressed by interviewees. Each expectation was written on an index card which was coded to indicate the category of the sample represented by the interviewee.

The original categories for sorting the cards were arbitrarily selected to be subject matter groupings of home economics:

1. Food and Nutrition
2. Textiles and Clothing
3. Housing (housekeeping, furnishings, decorating)
4. Child Care and Development
5. Personal Care and Development
6. Economics (budgeting and money management)
7. Management (scheduling)
8. Community Activities
9. Family Relations
10. First Aid and Health

Cards were sorted intially to assemble expectations by the 10 subject matter groupings . The researcher in each state categorized the expectations from the 45 interviews. Subsequently, the data from the three states were combined and a new structure for categorizing emerged. The basis for the new framework was the frequency count of discrete behavioral expectations. The framework comprised six categories which were arranged in rank order based on the three-state data. Appropriate sub-category headings were selected (Table 1).

After the basic structure had been designed, the selection of items to be placed in each category was determined. Agreement by the three researchers provided the basis for item placement. Percentages were calculated for each sub-category grouping, using the number of expectations within the sub-category as the base. Within sub-categories, the discrete behavioral expectations, now referred to as items, were placed in order of frequency.

The rank order of categories by states was tested to determine whether differences existed (Table 2). The Spearman rank order coefficient of correlation was .60 which was not considered significant. Any differences in the ranking of categories among the three states may be considered as chance occurrences.

Selection of items for the criterion measure first named, "Rate Yourself as a Homemaker," was based on combined data drawn from interviews with homemakers, husbands, and adolescents from the three states. Any expectation which occurred with a frequency of at least 10 percent of the total number of expectations within the sub-category was selected. From a total of 4,675 items from the 135 interviews, 116 were selected to be included in the criterion measure (Appendix). The original phrasing of the item was retained to the extent possible that would be consistent with clarity of meaning and brevity.

A five point scale was devised with polar descriptions: "This is true of me more often than of homemakers I know," and "This is true of

TABLE 1
RANK ORDER OF EXPECTATIONS OF HOMEMAKERS BY CATEGORIES AND WITHIN CATEGORIES
GEORGIA, KENTUCKY, SOUTH CAROLINA, 1967

Rank of Category		Within Category Rank	N	%
1	Family and Community Relationships		1144	100.0
	Community Relations	1	387	33.8
	Family-Homemaker Relationships	2	253	22.1
	Husband-Wife Relationships	3	165	14.4
	Self Development	4	160	14.0
	Personal Characteristics	5	145	12.7
	Child-Mother Relationships	6	34	3.0
2	Child Development		942	100.0
	Relationships	1	252	26.7
	Guidance	2	230	24.4
	Health and Physical Care	3	204	21.7
	Socialization	4	193	20.5
	Ethical and Moral Values	5	63	6.7
3	Textiles and Clothing		720	100.0
	Selection	1	318	44.1
	Maintenance	2	239	33.2
	Construction and Renovation	3	138	19.2
	Management	4	25	3.5
4	Food and Nutrition		694	100.0
	Preparation	1	189	27.2
	Nutrition	2	169	24.4
	Consumer Practices	3	137	19.7
	Management	4	70	10.1
	Production, Preservation, Conservation, and Storage	5	61	8.5
	Relationships	6	38	5.5
	Service; Setting	7	30	4.3
5	Housing		647	100.0
	Housekeeping	1	327	50.5
	Decorating	2	143	22.1
	Furnishings	3	113	17.5
	Maintenance	4	45	7.0
	Landscaping	5	19	2.9
6	Family, Economics and Management		528	100.0
	Financial Resources Management	1	299	56.6
	Buymanship	2	124	23.5
	Home Management	3	105	19.9

TABLE 2

RANK ORDER OF EXPECTATIONS OF HOMEMAKERS BY CATEGORIES
GEORGIA, KENTUCKY, AND SOUTH CAROLINA, 1967

Overall Rank	Categories	Georgia N	Georgia %	Georgia Rank	Kentucky N	Kentucky %	Kentucky Rank	South Carolina N	South Carolina %	South Carolina Rank	Total N	Total %
1	Family & Community Relations	491	26.5	1	310	17.7	2	343	31.9	1	1144	24.5
2	Child Development	293	15.9	4	387	22.2	1	262	24.3	2	942	20.2
3	Textiles & Clothing	346	18.7	2	266	15.2	5	108	10.0	5	720	15.4
4	Food & Nutrition	276	14.9	5	292	16.7	4	126	11.7	6	694	14.8
5	Housing	304	16.4	3	303	17.4	3	40	3.7	6	647	13.8
6	Family Economics & Management	141	7.6	6	189	10.8	6	198	18.4	6	528	11.3
	Total Behaviors	1851	100.0		1747	100.0		1077	100.0		4675	100.0

homemakers I know more often than of me." Respondents were directed to rate themselves by writing the number corresponding to their own judgment of themselves in the blank space following each statement. The number 1 was used to indicate that the statement was true of the respondent more often than of other homemakers she knew. The number 5 was used to indicate that the statement was true of other homemakers more often than the respondent. Whereas, the Number 1 indicated that the statement was true of other homemakers more often than of the respondent. The rating of 3 indicated uncertainty with 2 and 4 being the intermediate ratings.

Validation of Instrument 1

In two of the states participating in the study, 35 homemakers were asked to rate themselves, using the measure. The criteria for selection of these participants were the same as those used in the initial interviews: 30 years of age or younger, member of an intact family, and with at least one child.

As part of the validation procedure, confidential ratings of the homemaker by two persons who knew her well were secured. The homemaker was asked to nominate two persons, her husband and a friend, who would be able to rate her, using the same items contained in the instrument. The persons were contacted by mail and asked to participate. Self addressed stamped envelopes were provided for return of the completed ratings.

Data from the two states were analyzed separately but the results were comparable. Using the data from Georgia, a positive relation beyond the .05 level of significance was found between the pairs of scores in the three comparisons. The highest correlation was between the homemakers' scores and the husbands' ratings (4= .625). The second highest was between husbands' and friends' ratings (r= .537) and the lowest was between homemakers' and friends' ratings (r= .526). Since an r .265 was needed for the .05 level of significance, the correlation between each pair of scores was convincing evidence of concurrent validity.

Spearman's rank order coefficient of correlation was computed and comparable results were obtained:

homemakers' and friends' ratings	rho = .396
homemakers' and husbands' ratings	rho = .389
husbands' and friends' ratings	rho = .354

Analysis of variance resulted in an F ratio of 4.346, which indicated that significant differences existed between population means.

The Florida data revealed highly significant coefficients of correlation as follows:

homemakers' and husbands' ratings	r = .502
husbands' and friends ratings	r = .425
homemakers' and friends' ratings	r = .377

These coefficients, significant beyond the .05 level, were further evidence of concurrent validity.

When the relationships between the rank order of the ratings was calculated, the following coefficients were found:

homemakers' and friends' ratings	rho = .619
husbands' and friends' ratings	rho = .416
homemakers' and husbands' ratings	rho = .414

The analysis of variance revealed an F ratio of .612, indicating no significant difference between population means.

The criterion measure was tested for evidence of reliability by securing test-retest responses from a group of homemakers and husbands. Complete sets of ratings were available from 17 couples. The retest ratings were obtained three weeks after the initial ratings. The coefficient of reliability, using husbands' scores was .894, significant beyond the .005 level. When homemakers' scores were used, the coefficient of reliability was .942, significant beyond the .005 level.

Development of the Criterion Measure for Full-time Employees Who Are Homemakers

The second criterion measure could logically be developed using the first instrument as a base since it can be assumed that full-time homemakers and employed homemakers need some of the same competencies. Furthermore, among the subjects who were interviewed for purposes of developing the criterion measure for full-time homemakers, one-fifth were homemakers employed full-time and one-fifth were husbands of such homemakers. Full-time employment was interpreted to mean 40 hours or more a week on a job where three or more married women were employed. Women whose work was done in their own homes were not eligible.

Employers of full-time married homemakers who represented each of the three occupational categories were selected to react to Instrument I. The employers were asked to delete items from the rating scale which to them seemed inappropriate when rating a full-time employed homemaker. Additional items suggested by employers were added to the rating scale.

When repetition of the added items began to occur, no more employers were interviewed.

The instrument for rating employed homemakers was edited and revised to incorporate the changes suggested by the employers.

Validation of Instrument II

Another group of employers in Georgia were selected to provide data which could be used in validating the instrument. Eleven employers rated 11 full-time employed homemakers, using the rating scale. The homemakers rated themselves thus providing self-ratings to be correlated with employer ratings. The coefficient of correlation was .63 which approaches the .01 level of significance.

The homemakers were contacted three weeks later and asked to complete the rating scale to provide retest data. The test-retest coefficient of correlation was .82 which is beyond the .01 level of significance, providing evidence of satisfactory reliability.

Instrument II, "Rating of Homemaker Who is Employed Full-Time Outside the Home," was administered to 69 women in Georgia who met the criteria. These (the criteria) were the same as those established earlier for full-time homemakers, with the additional criterion of full-time employment in a position where three or more married women were employed.

The same was stratified by job category and place of residence.

Women's Job Category	City	Town	Rural	Total
Working Class	11	8	4	23
Technical or Management	11	8	4	23
Professional	11	8	4	23
TOTAL	33	24	12	69

The contacts with subjects were made through employers. As the investigation progressed, the quotas for the stratified sample were filled by using additional contacts suggested by the subjects. In each case, an appointment was made with the subject to secure the data or the subject agreed to mail the rating scale by the suggested time. Data collection was continued until the required number of subjects in the stratified sample were secured.

Development of Questionnaire

A questionnaire was devised to elicit information relative to eligibility to participate in the research, determination of socio-economic status and description of previous opportunities to learn home economics. Possible opportunities suggested were from public school courses, club membership, non-credit courses, membership in extension homemakers clubs and from family members. A copy of the questionnaire is found in the Appendix.

The questionnaire was administered to the full-time homemakers and to the homemakers who were employed full-time. The results were used to screen subjects in relation to their eligibility to participate in the study. The data relative to socio-economic status provided a check on which categories of the stratified sample remained to be filled.

Preliminary Results and Conclusions

Several findings emerged from the data collected in the process of instrument development which merit attention. Although not predicted formally as an hypothesis in the study the question of relative importance of competencies is one of perennial interest to home economics education.

When the frequency count of expected competencies within sub-categories was examined, those concerned with relationships were expressed most often (Table 3 and 4). The rank order of expectations concerned with relationships showed that community-family-child were most frequently mentioned.

The expectations that pertained to management were the next most frequently mentioned (Table 3). Consumer concerns were of primary interest.

Emphasis on food preparation or clothing construction was not as frequently mentioned as might have been predicted. It seems reasonable to suggest that educational programs to prepare homemakers should reflect the most commonly held expectations of the general public. If frequency with which subjects named expectations may be used as a guide, the child-family-community relationships competencies and management, emphasizing consumer concerns, will clearly dominate the curriculum.

TABLE 3

RANK ORDER OF EXPECTATIONS OF HOMEMAKERS
CATEGORIZED AS RELATIONSHIPS, MANAGEMENT, OR OTHER

	Rank	N	%
Relationships		2124	100.0
Community Relationships	1	387	18.2
Family - Homemaker Relationships	2	253	11.9
Child Development - Relationships	3	252	11.9
Child Development - Guidance	4	230	10.8
Child Development - Health & Physical Care	5	204	9.6
Child Development - Socialization	6	193	9.1
Husband-Wife Relationships	7	165	7.8
Self Development	8	160	7.5
Personal Characteristics	9	145	6.8
Child Development -Ethical & Moral Values	10	63	3.0
Relationships - Food	11	38	1.8
Child-Mother Relationships	12	34	1.6
Management		1405	100.0
Housekeeping	1	327	23.3
Selection of Textiles and Clothing	2	318	22.6
Management - Financial Resources	3	299	21.3
Consumer Practices	4	137	9.8
Buymanship	5	124	8.8
Home Management	6	105	7.5
Management - Food	7	70	5.0
Management - Textiles and Clothing	8	25	1.8
Other			
Food and Nutrition		449	100.0
Preparation	1	189	42.1
Nutrition	2	169	37.6
Production, Preservation, Conservation and Storage	3	61	13.6
Service and Setting	4	30	6.7
Clothing and Textiles		377	100.0
Maintenance	1	239	63.4
Construction and Renovation	2	138	36.6
Housing		320	100.0
Decorating	1	143	44.7
Furnishings	2	113	35.4
Maintenance	3	45	14.1
Landscaping	4	19	6.0
TOTAL		4675	100.0

TABLE 4

OVERALL RANK ORDER OF SUB-CATEGORIES,
EXPECTATIONS OF HOMEMAKERS,
GEORGIA, KENTUCKY, SOUTH CAROLINA, 1967

Rank		N	%
1	Community Relationships	387	8.3
2	Housekeeping	327	7.0
3	Selection - Textiles and Clothing	318	6.8
4	Management - Financial Resources	299	6.4
5	Family - Homemaker Relationships	253	5.4
6	Child Development - Relationships	252	5.4
7	Maintenance - Textiles and Clothing	239	5.1
8	Child Development - Guidance	230	4.9
9	Child Development - Health and Physical Care	204	4.4
10	Child Development - Socialization	193	4.1
11	Preparation - Food	189	4.0
12	Nutrition	169	3.6
13	Husband-Wife Relationships	165	3.5
14	Self-Development	160	3.4
15	Personal Characteristics	145	3.1
16	Decorating - Housing	143	3.1
17	Construction and Renovation - Textiles & Clothing	138	3.0
18	Consumer Practices	137	2.9
19	Buymanship	124	2.7
20	Furnishings - Housing	113	2.4
21	Home Management	105	2.3
22	Management - Food	70	1.5
23	Ethical and Moral Values - Child Development	63	1.4
24	Production, Preservation, Conservation & Storage	61	1.3
25	Maintenance - Housing	45	1.0
26	Relationships - Food and Nutrition	38	.8
27	Child-Mother Relationships	34	.7
28	Service - Setting - Food and Nutrition	30	.6
29	Management - Textiles and Clothing	25	.5
30	Landscaping	19	.4
	TOTAL	4675	100.0

CHAPTER 3

Results of the Study

Sample

A total of 276 full-time homemakers completed the 116 items in Instrument I. These homemakers resided in Florida, Georgia, Kentucky, and South Carolina. They resided in cities, in small communities, and rural areas of these states. The homemakers were 30 years of age or younger, lived in intact families (husband and at least one child present) and had husbands with varying occupational status (professional, management-technician, and working class).

A total of 276 employed homemakers completed the 50 items in Instrument II. Their selection was based on the same criteria as used for full-time homemakers; in addition, they had to be employed outside their homes at least 40 hours per week.

Data Collection

The homemakers were asked to rate themselves on a five-point scale as they perceived their proficiency in relation to other homemakers in performing homemaking responsibilities. If a statement was true for them more often than other homemakers, they were to rate themselves a 1. If a statement was true of other homemakers more often than themselves, they were to rate themselves a 5. If they were uncertain about how to rate themselves, they were to check the 3 rating. If a statement was more favorable for themselves rather than other homemakers, they were to rate themselves 2; if a statement was more faborable for other homemakers, they were to rate themselves 4.

On the rating scales for both Instrument I and Instrument II, the lowest rating (1) represented a homemaker who had confidence in her own ability to perform the specified homemaker task. Thus, on Instrument I, the highest perceived confidence rating for the total score was 1 x 116 or 116 and the lowest score was 5 x 116 or 580. For the employed homemaker, Instrument II, the highest perceived confidence score was 50 x 1 or 50 and the lowest score was 5 x 50 or 250.

The instruments were administered by trained interviewers. After explaining the task to the homemakers, the interviewers were present to answer questions.

Analysis of Data

Duncan's New Multiple Range Test (1960) was used to determine which of the differences (relationships) between the means were significant. The variables were: husbands' and wives' job category; five categories of home economics enrollment; completion or non-completion of eighth grade home economics; 10 categories of 4-H membership; five categories of homemaker's club sponsored by the Cooperative Extension Service; five categories of mother, or other adult in the family, teaching you homemaker responsibilities; and geographic location. No statistical analyses were made to compare the scores achieved by full-time homemakers and employed homemakers nor for individual states.

Husbands' and Employed Homemakers' Job Category. The total score achieved by full-time homemakers was classified according to their husbands' occupations. Three occupational classifications were used in this study: professional; management and technician; and working class. The total score achieved by employed homemakers was classified according to the wives' occupations. The occupational classification was the same as mentioned above. Tables 1 and 2 contain a summary of the converted means which was determined by dividing the raw mean by the number of items in the instrument. For example, the raw mean of 238 divided by 116 items provided a converted mean of 2.05 for the full-time homemaker married to a professional man. The converted mean for the employed homemaker was calculated by dividing by 50 since Instrument II contained that many items.

TABLE 1

RAW MEAN AND CONVERTED MEAN SCORES FOR FULL-TIME HOMEMAKERS WHEN CLASSIFIED BY HUSBANDS' OCCUPATIONS

Category	Husband Occupational Category	Full-time Homemaker	
		Raw $\bar{X}$	Converted $\bar{X}$
1	Professional	238	2.05
2	Management and technician	235	2.03
3	Working class	218	1.88

TABLE 2

RAW MEAN AND CONVERTED MEAN SCORES FOR EMPLOYED HOMEMAKERS WHEN CLASSIFIED BY WIVES' OCCUPATIONS

Category	Wife Occupational Category	Employed Homemaker Raw $\bar{X}$	Employed Homemaker Converted $\bar{X}$
1	Professional	93.3	1.87
2	Management and technician	95.7	1.91
3	Working class	95.5	1.91

For the full-time homemaker sample, significant differences were found among the means of the three categories of occupations. These differences were between the working category (3) and both the management (2) and professional (1) categories. The management and professional categories were not different from each other. Figure 1 illustrates the findings.

(3) (2)——————(1)

Figure 1. Horizontal line beneath categories that were alike (2) and (1); working class category (3) was significantly different from (1) and (2).

Homemakers, who had husbands with jobs which classified them in the working class, obtained a total score on Instrument I which was significantly lower than homemakers' scores with husbands in the other two occupational classifications. This indicated that homemakers with husbands classified in the working class rated themselves as being more competent at the 116 tasks than other homemakers they knew.

For the employed homemaker sample, there were no significant differences among the scores achieved by employed homemakers when the scores were obtained by classifying according to the employed homemakers' occupational categories. Figure 2 illustrates this finding.

(1)——————(3)——————(2)

Figure 2. Horizontal line beneath categories with like mean scores.

Home Economics Enrollment. The impact of study or non-study of home economics in high school and the total scores achieved on Instruments I and II was determined. Five categories were used: 1-no high school courses; 2-completed one year above 8th grade; 3-completed two

years; 4-completed three years; and 5-completed four years. Table 3 has a summary of the means obtained by full-time homemakers and employed homemakers.

TABLE 3

RAW AND CONVERTED MEAN SCORES FOR FULL-TIME HOMEMAKERS AND EMPLOYED HOMEMAKERS ACCORDING TO AMOUNT OF HIGH SCHOOL HOME ECONOMICS ENROLLMENT

Category	Home Economics Enrollment	Full-time Homemakers		Employed Homemakers	
		Raw $\bar{X}$	Converted $\bar{X}$	Raw $\bar{X}$	Converted $\bar{X}$
1	Did not complete any home economics courses	239	2.06	95.8	1.92
2	Completed 1 year home economics above 8th grade	242	2.09	95.7	1.92
3	Completed 2 years of home economics	227	1.95	93.5	1.89
4	Completed 3 years of home economics	212	1.82	94.7	1.87
5	Completed 4 years of home economics	213	1.84	91.0	1.82

For these full-time homemakers, there were significant differences among the means when classified by the five categories of home economics enrollment at the high school level. The converted mean score (2.06) for homemakers in category 1, did not complete any home economics courses, was not significantly different from the means obtained by homemakers in category 2, completed 1 year of home economics (2.09), in category 3, completed 2 years of home economics (1.95), and in category 5, completed 4 years of home economics (1.84). The mean score of homemakers in category 4, completed three years of home economics (1.82), was significantly different from the mean score of category 1.

When the mean score (2.09) for homemakers in category 2, completed 1 year of home economics, was compared with the other categories, it was found that homemakers with no home economics at the high school level (1) and homemakers with 2 years of home economics (3) had mean socres (2.06 and 1.95) that did not differ significantly. Homemakers who had completed 3 years of home economics (4) and who had completed 4 years of home economics (5) had mean scores (1.82 and 1.84) which did differ significantly from the mean score of category 2.

When the mean score (1.95) for homemakers in category 3, completed 2 years of home economics, was compared with the other categories, it was found to be similar (not significantly different) to all of the other mean scores (1) (2) (4) (5).

When the mean score (1.82) for homemakers in category 4, completed 3 years of home economics, was compared with the other categories, it was found that homemakers with 2 years of home economics (3) and homemakers with 4 years of home economics (5) had mean scores (1.95 and 1.84) which did not differ significantly. Homemakers who did not complete any home economics (1) and those who completed 1 year of home economics (2) had mean scores (2.06 and 2.09) which were significantly different from the mean score of category 4.

When the mean score (1.84) for homemakers in category 5, completed four years of home economics, was compared with the other categories, it was found that homemakers with no home economics at the high school level (1), homemakers with 2 years of home economics (3) and homemakers with 3 years of home economics (4), had mean scores (2.06, 1.95, 1.82) that did not differ significantly. Homemakers who had 1 year of home economics (2) had a mean score (2.09) which did differ significantly from the mean score of category 5. Figure 3 illustrates these significant relationships.

"None"	1 :	(4)	(5)	(3)	*(1)	(2)
"1 year"	2 :	(4)	(5)	(3)	(1)	*(2)
"2 years"	3 :	(4)	(5)	*(3)	(1)	(2)
"3 years"	4 :	*(4)	(5)	(3)	(1)	(2)
"4 years"	5 :	(4)	*(5)	(3)	(1)	(2)

Figure 3. Categories of home economics enrollment with like scores are underlined; asterisk (*) designates enrollment level being tested.

Those homemakers with 2 to 4 years of home economics enrollment obtained lower scores (more true of me than other homemakers) than those homemakers with none or 1 year of home economics. It would appear that these full-time homemakers obtained scores very similar to other homemakers with slightly more or slightly fewer years of home economics preparation at the high school level.

For the employed homemakers when enrollment in home economics was the variable, there were no significant differences among the means of the five categories (1.92, 1.92, 1.89, 1.87, 1.82).

8th Grade Home Economics. Enrollment or non-enrollment in 8th grade home economics was considered as a factor which may have influenced how full-time homemakers and employed homemakers rated themselves on Instrument I or Instrument II. Table 4 shows the means achieved by both groups of homemakers with 8th grade home economics (1) and without 8th grade home economics (2). Eighth grade was separated from other years because Vocational reimbursed programs were prohibited from including below 14 years of age until the passage of the 1968 Amendments.

TABLE 4

RAW AND CONVERTED MEANS FOR FULL-TIME HOMEMAKERS AND EMPLOYED HOMEMAKERS BY ENROLLMENT OR NON-ENROLLMENT IN 8TH GRADE HOME ECONOMICS

Category	8th Grade Enrollment	Full-time Homemakers		Employed Homemakers	
		Raw $\bar{X}$	Converted $\bar{X}$	Raw $\bar{X}$	Converted $\bar{X}$
1	Had 8th grade home economics	230	1.98	94.8	1.90
2	No 8th grade home economics	236	2.04	94.5	1.89

For those homemakers (whether full-time or employed) completing 8th grade home economics, the mean was homogeneous with the mean of homemakers without 8th grade home economics.

4-H Membership. The Cooperative Extension Service sponsors a youth organization called the 4-H club. Ten categories of membership were included in this study. Table 5 contains a summary of the means for the various categories, for full-time homemakers and employed homemakers.

TABLE 5

RAW AND CONVERTED MEANS FOR FULL-TIME HOMEMAKERS AND EMPLOYED HOMEMAKERS BY 4-H MEMBERSHIP CATEGORIES

Category	4-H Membership	Full-time Homemakers Raw $\bar{X}$	Full-time Homemakers Converted $\bar{X}$	Employed Homemakers Raw $\bar{X}$	Employed Homemakers Converted $\bar{X}$
1	Was never a 4-H member	232	2.00	96.5	1.93
2	1 year of 4-H membership	219	1.89	94.2	1.88
3	2 years of 4-H membership	245	2.11	92.6	1.85
4	3 years of 4-H membership	233	2.01	92.5	1.85
5	4 years of 4-H membership	248	2.14	85.9	1.72
6	5 years of 4-H membership	193	1.66	91.0	1.82
7	6 years of 4-H membership	197	1.70	95.7	1.91
8	7 years of 4-H membership	227	1.95	104.8	2.10
9	8 years of 4-H membership	200	1.73	108.0	2.17
10	9 or more years of 4-H membership	247	2.13	98.0	1.96

There were no significant differences among the means of the 10 categories for the full-time homemaker sample and the employed homemaker sample.

Non-credit Home Economics Classes. Most public schools with vocational home economics departments sponsor non-credit classes for adults in the area. Five categories of non-credit home economics classes were used in this study. Table 6 contains a summary of the means for full-time homemakers and employed homemakers by categories.

TABLE 6

RAW AND CONVERTED MEANS FOR FULL-TIME HOMEMAKERS AND EMPLOYED HOMEMAKERS ACCORDING TO NON-CREDIT HOME ECONOMICS CLASSES ATTENDED

Category	Non-credit Home Economics Enrollment	Full-time Homemaker Raw $\bar{X}$	Full-time Homemaker Converted $\bar{X}$	Employed Homemakers Raw $\bar{X}$	Employed Homemakers Converted $\bar{X}$
1	1 course	222	1.91	87.3	1.75
2	2 courses	223	1.92	76.0	1.52
3	3 courses	178	1.53	94.0	1.88
4	4 or more	---	---*	113.0	2.26
5	None	232	2.00	95.4	1.91

*No subjects reported 4 or more.

There were no significant differences among the means of the five categories for full-time homemaker sample and the employed homemaker sample.

Homemaker's Club Membership. The Cooperative Extension Service sponsors homemaker clubs in most areas of each state. Membership is usually composed of adult females who are homemakers. Five categories of membership were considered in this study. Table 7 contains the means for the full-time homemakers and the employed homemakers in these five categories of homemaker club membership.

TABLE 7

RAW AND CONVERTED MEANS FOR FULL-TIME HOMEMAKERS AND EMPLOYED HOMEMAKERS ACCORDING TO HOMEMAKER CLUB MEMBERSHIP

Category	Homemaker Club Membership	Full-time Homemaker		Employed Homemakers	
		Raw $\bar{X}$	Converted $\bar{X}$	Raw $\bar{X}$	Converted $\bar{X}$
1	1 to 2 years	233	2.01	90.4	1.81
2	3 to 5 years	226	1.95	91.4	1.83
3	6 to 8 years	180	1.56	110.0	2.20
4	Over 8 years	182	1.57	109.0	2.18
5	None	234	2.01	94.9	1.90

For the full-time homemakers, there were significant differences among the means of the five categories of homemaker club membership. Category 1 (1 to 2 years of membership) and category 5 (does not apply) had means which were significantly different from category 2 (3 to 5 years of membership), category 3 (6 to 8 years of membership), and category 4 (over eight years of membership). The category 3 (6 to 8 years of membership mean was significantly different from all of the other means -- categories 1, 2, 4, and 5. Figure 4 illustrates these significant differences.

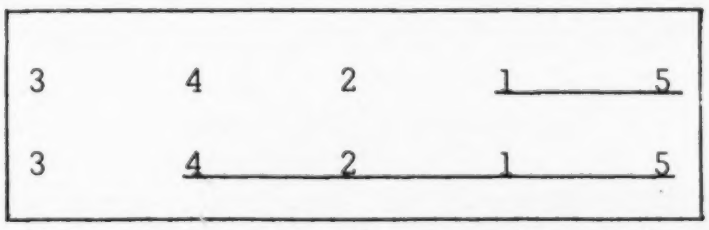

Figure 4. Categories of homemaker club membership with like scores are underlined; significantly different means are not underlined.

Length of membership in homemaker clubs appeared to assist these full-time homemakers to have more positive views of their own abilities at performing homemaker tasks. These homemakers were all relatively young, 30 years or younger, so the few who grouped in category 4, over 8 years of membership, may have skewed the results.

There were no significant differences among the means for the five categories of homemaker club membership for the employed homemaker sample.

Mothers' Teaching. This variable had to do with the amount of help the full-time homemakers and employed homemakers perceived their mothers and/or other adults had given them in learning to carry out homemaker responsibilities. There were five categories of amount of help received: 1-to a great extent; 2-often; 3-frequently; 4-sometimes; and 5-never. Table 8 has a summary of the means achieved by both groups of homemakers.

TABLE 8

RAW AND CONVERTED MEANS FOR FULL-TIME HOMEMAKERS AND EMPLOYED HOMEMAKERS ACCORDING TO AMOUNT OF HELP GIVEN BY MOTHERS

Category	Help Given by Mother	Full-time Homemakers		Employed Homemakers	
		Raw $\bar{X}$	Converted $\bar{X}$	Raw $\bar{X}$	Converted $\bar{X}$
1	A great extent	215	1.86	91.4	1.83
2	Often	231	1.99	96.2	1.92
3	Frequently	228	1.97	92.5	1.85
4	Sometimes	243	2.09	100.8	2.02
5	Seldom or never	267	2.30	93.5	1.87

There were significant differences among the means of the five categories for the full-time homemakers. The mothers or adults in the home who helped the full-time homemakers to a great extent (category 1), often (category 2), and frequently (category 3) in their youth, enabled these full-time homemakers to perceive that they could competently perform the homemaking tasks at a level which differed significantly from homemakers who sometimes (category 4) and seldom or never (category 5) received help. Thus, the full-time homemakers with backgrounds of rather persistent training in their parental homes appeared to be more confident of themselves as homemakers.

There were no significant differences among the five categories for the employed homemakers. Categories 1 (to a great extent), 2 (often), 3 (frequently), and 5 (seldom or never) were more alike but different from category 4 (sometimes). Category 4 is more like categories 2, 3, and 5, but different from category 1.

Geographic Location. These homemakers were selected by geographic distribution. The three categories were: 1-city, 2-town, and 3-rural. Table 9 contains the means for the full-time homemakers and employed homemakers by geographic distribution.

TABLE 9

RAW AND CONVERTED MEANS FOR FULL-TIME HOMEMAKERS AND EMPLOYED HOMEMAKERS ACCORDING TO GEOGRAPHIC LOCATION

Category	Geographic Location	Full-time Homemakers		Employed Homemakers	
		Raw $\bar{X}$	Converted $\bar{X}$	Raw $\bar{X}$	Converted $\bar{X}$
1	City	231	1.99	94.3	1.94
2	Town	227	1.96	96.3	1.93
3	Rural	235	2.02	93.4	1.87

There were no significant differences among the means for full-time homemakers and employed homemakers as determined by their geographic location.

Summary

The Duncan's New Multiple Range Test was used to analyze the data collected for two samples of homemakers from four states. Instrument I was completed by full-time homemakers and the shorter Instrument II was completed by employed homemakers. The samples came from Florida, Georgia, Kentucky and South Carolina.

The instruments were developed to determine the degree of confidence a homemaker had in performing homemaking tasks as she compared herself with other homemakers she knew. The variables in this study were: husbands' occupation for the full-time homemaker and wife's own occupation for the employed homemaker; years of high school home economics enrollment; 8th grade enrollment in home economics; 4-H club membership; non-credit home economics classes; homemaker club membership; mother and/or other adult help during youth; and geographic location.

A low score on the instruments designated that the homemaker had a positive perception of her own homemaking abilities. Hypotheses were

accepted (being true) for full-time homemakers for the following variables:

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks was related to the husband's occupations; those homemakers whose husbands were in the working class felt less adequate than those in either the professional or technician classes.

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with enrollment in home economics at the high school level;

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with the number of years of participation in homemakers' clubs; and

The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with the amount of time devoted by mothers and/or other adults in the parental home in teaching them homemaker responsibilities.

There were no significant differences among the variables for the employed homemakers and all hypotheses were rejected.

CHAPTER 4

Conclusions and Recommendations

The major purpose of the study was to determine the relationship between the effectiveness of full-time homemakers and homemakers who are also full-time employees and the extent of enrollment in home economics at the secondary level.

The major hypothesis was that homemakers who have been enrolled in a home economics program designed to prepare for the vocation of homemaking are more effective as homemakers and/or as full-time employees than those who have not been enrolled.

The major purpose depended on the accomplishment of several preliminary objectives. The criterion measures for determining the effectiveness of full-time homemakers and full-time employees were developed, validated, and tested for reliability. The content of the criterion measures was drawn from data secured through interviews, using a schedule developed for the study.

Summary of Findings and Conclusions

Several findings emerged from the data collected in the process of instrument development which merit attention. Although not predicted formally as an hypothesis in the study, the question of relative importance of competencies is one of perennial interest to home economics educators.

In the process of developing Instrument I, when the frequency count of expected competencies (using interviewers which were taped) within sub-categories was examined, those concerned with relationships were expressed most often. The rank order of expectations concerned with relationships showed that community-family-child were most frequently mentioned.

The expectations that pertained to management were the next most frequently mentioned. Consumer concerns were of primary interest.

Emphasis on food preparation and clothing construction were not as frequently mentioned as might have been predicted. It seems reasonable to suggest that educational programs to prepare homemakers should reflect the most commonly held expectations of the general public. If frequency with which subjects named expectations may be used as a guide, the child-family-community relationships competencies and management, emphasizing consumer concerns, will clearly dominate the curriculum.

The Duncan's New Multiple Range Test was used to analyze the data collected for the two samples of homemakers from the four states. The variables in this study were: husbands' occupation for the full-time homemaker and wife's own occupation for the employed homemaker; years of high school home economics enrollment; 8th grade enrollment in home economics; 4-H club membership; non-credit home economics classes; homemaker club membership; mother and/or other adult help during youth; and geographic location.

A low score on the instruments designated that the homemaker had a positive perception of her own homemaking abilities. Hypotheses were accepted (being true) for full-time homemakers for the following variables:

> The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks was related to the husband's occupation (working class was lower than either professional or technical);
>
> The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with enrollment in home economics at the high school level;
>
> The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with the number of years of participation in homemaker's clubs; and
>
> The perceived effectiveness of full-time homemakers at performing the 116 specified homemaking tasks increased with the amount of time devoted by mothers and/or other adults in the parental home in teaching them homemaker responsibilities.

There were no significant differences among the variables for the employed homemakers and all hypotheses were rejected.

Conclusions that may be drawn from this summary are:

1. The competencies most often expected of homemakers can be classified as child, family, and community relationships.
2. The second category of expected competencies pertain to management of resources.
3. Competencies related to food preparation and clothing construction were not mentioned as frequently as might have been predicted.
4. Homemakers have a positive perception of their own homemaking abilities.
5. Homemakers with husbands classified in the working class rated themselves as more competent than those with husbands in either the management or professional classes.

6. There were no significant differences in the perceptions of their own competencies as viewed by the three groups of employed homemakers.
7. Full-time homemakers who had been enrolled for three years in high school home economics felt more adequate than homemakers with fewer years of instruction.
8. Participation of 4-H Club programs did not make a significant difference in perceptions of competencies by any group of homemakers.
9. Participation in non-credit home economics classes did not make a significant difference in perceptions of competencies by any group of homemakers.
10. Length of membership in homemaker clubs sponsored by Cooperative Extension Service appeared to assist full-time homemakers to have a more positive view of their own abilities as homemakers.
11. The feeling of competency by full-time homemakers increased with amount of training in their parental home.
12. Geographic location did not make a difference in the way homemakers viewed their competencies.

Recommendations

The suggestions that follow are some of the more obvious recommendations stemming from the preceding conclusions as well as from the project as a whole.

1. Home economics teachers, supervisors, and curriculum specialists should critically review the curricula being recommended at the state level and/or being used at the local level to determine if relationships and management concepts and competencies are receiving the appropriate emphasis.
2. The criterion measures should be used as a means of evaluating programs currently in existence and the results used in planning future programs.
3. The study should be duplicated in other geographic areas to refine the instruments so as to be more appropriate for use throughout the nation.
4. A research project should be conducted at the end of a five year period (1973) to determine the current relevancy of the competencies identified.

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QUESTIONNAIRE FOR HOMEMAKER

All responses are considered confidential and will be used for research purposes without individual identification.

The persons we need to include in this research should be less than 30 years of age. If you are over 30, return the questionnaire without answering any further questions.

If you are married and have at least one child in the home, you are eligible to participate in the research.

Please answer each of the questions:

1. What is your husband's occupation? _____
   _____
2. Describe what he does in his work _____
   _____
3. If you are presently employed full-time, what is your occupation?
   _____
   _____
4. Describe what you do in your work _____
   _____
   _____
5. Check (x) the highest level of education completed by your husband:

less than 8th grade	____	some college	____
8th grade	____	graduated from college	____
some high school	____	advanced study	____
high school graduation	____	advanced degree	____
occupational preparation school	____		

6. Check (x) the highest level of your education:

less than 8th grade	____	some college	____
8th grade	____	graduated from college	____
some high school	____	advanced study	____
high school graduation	____	advanced degree	____
occupational preparation school	____		

   High School attended: Name_____
   Location_____

7. Check (x) below all items which apply to you:

I did not complete any home economics courses	____
I completed 8th grade home economics	____
I completed one year of home economics above 8th grade	____
I completed two years of home economics above 8th grade	____
I completed three years of home economics above 8th grade	____
I completed four years of home economics above 8th grade	____

8. Describe any high school courses other than those listed in item 7 which helped you become a homemaker (include family living courses).

_____ _____

_____ _____

_____ _____

9. Check (x) below all items which apply to you:

I was never a member of 4H club membership _____
1 year of 4H club membership _____
2 years of 4H club membership _____
3 years of 4H club membership _____
4 years of 4H club membership _____
5 years of 4H club membership _____
6 years of 4H club membership _____
7 years of 4H club membership _____
8 years of 4H club membership _____
9 years of 4H club membership _____

10. How many non-credit home economics classes sponsored by a public school have you taken? _____ (Write in number)_____ (Does not apply to me)

11. How many years have you been a member of a homemaker's club sponsored by cooperative extension (Home demonstration)? _____ (Write in number) _____ (Does not apply to me)

12. To what extend did your mother (or another adult in your family) teach you or show you how to carry out homemaker responsibilities?

_____ To a great extent
_____ Often
_____ Frequently
_____ Sometimes
_____ Seldom Never

SELF PERCEPTION OF COMPETENCE - FULL-TIME HOMEMAKER

DIRECTIONS:

If the statement is true of you more often than of other homemakers you know, rate yourself __1__.

If the statement is true of other homemakers more often than yourself, rate yourself __5__.

If you are uncertain about how to rate yourself, write the number __3__.

Use __2__ to indicate a rating generally favorable to yourself.

Use __4__ to indicate a rating generally favorable to homemakers other than yourself.

This is true of me more often than of homemakers I know				This is true of homemakers I know more often than of me
1	2	3	4	5

Using the scale above, write the number corresponding to your own judgment in the blank space following each statement.

Example:

1. Encourages reading ---------- __2__ (1)
2. Provides right kind of pet ---------- __3__ (2)
3. Keeps children clean ---------- __5__ (3)

1. Sets standards of right and wrong for children --------- _____ (1)
2. Demonstrates good moral standards ---------- _____ (2)
3. Guides the religious training of children ---------- _____ (3)
4. Takes children to Sunday School and church ---------- _____ (4)
5. Encourages having friends of children in the home ------ _____ (5)
6. Supervises the recreational activities of children ------- _____ (6)
7. Helps children to choose associates ---------- _____ (7)
8. Knows where children are at all times ---------- _____ (8)
9. Teaches children to have a sense of responsibility ------ _____ (9)

This is true of me more often than of homemakers I know				This is true of homemakers I know more often than of me
1	2	3	4	5

10. Gives children responsibilities ---------- _____ (10)
11. Understands and is able to cope with the different characteristics of children of various ages ---------- _____ (11)
12. Encourages children to develop their own personality --- _____ (12)
13. Provides for the physical care of children ---------- _____ (13)
14. Sees that provisions are made for medical and dental care ---------- _____ (14)
15. Helps prevent injuries to children ---------- _____ (15)
16. Is able to care for minor accidents ---------- _____ (16)
17. Recognizes signs of illnesses ---------- _____ (17)
18. Knows when to take children to doctor ---------- _____ (18)
19. Provides food for children ---------- _____ (19)
20. Supervises proper eating of food ---------- _____ (20)
21. Provides clothing ---------- _____ (21)
22. Dresses children properly ---------- _____ (22)
23. Maintains close relationships with children by giving love and affection ---------- _____ (23)
24. Spends time with children ---------- _____ (24)
25. Keeps lines of communication with children open ------ _____ (25)
26. Understands the child's point of view ---------- _____ (26)
27. Helps child with his problems ---------- _____ (27)
28. Does things with the children ---------- _____ (28)
29. Disciplines the child ---------- _____ (29)
30. Sets limits for the child ---------- _____ (30)
31. Reasons with the child ---------- _____ (31)
32. Rears children by guiding social behavior ---------- _____ (32)
33. Provides for children's schooling ---------- _____ (33)
34. Provides for future education of children ---------- _____ (34)
35. Helps children learn intellectual skills ---------- _____ (35)
36. Teaches child how to do household duties ---------- _____ (36)
37. Helps child with personal problems ---------- _____ (37)
38. Helps with child's homework ---------- _____ (38)
39. Helps children develop habits which lead to good health ---------- _____ (39)
40. Attends to children's personal needs ---------- _____ (40)
41. Participates in community organizations ---------- _____ (41)

This is true of me more often than of homemakers I know				This is true of homemakers I know more often than of me
1	2	3	4	5

42. Participates in organizations having social purposes ---- _____ (42)
43. Cooperates with school ---------- _____ (43)
44. Shares in community activities where the whole family is involved ---------- _____ (44)
45. Participates in civic and political affairs ---------- _____ (45)
46. Sees that the family does things together ---------- _____ (46)
47. Guards the health of the family ---------- _____ (47)
48. Builds a feeling of family unity ---------- _____ (48)
49. Creates a pleasant home atmosphere ---------- _____ (49)
50. Is a companion to her husband ---------- _____ (50)
51. Is a good homemaker ---------- _____ (51)
52. Is a good mother ---------- _____ (52)
53. Is a professional and/or social asset to her husband ---- _____ (53)
54. Loves, understands, and makes her husband feel important ---------- _____ (54)
55. Is willing to adjust to her husband's moods and needs --- _____ (55)
56. Gets along with people ---------- _____ (56)
57. Is a good hostess ---------- _____ (57)
58. Keeps informed about home and family matters --------- _____ (58)
59. Has a balance of activities between work, social affairs and family ---------- _____ (59)
60. Arranges time for self ---------- _____ (60)
61. Has own friends ---------- _____ (61)
62. Takes care of paying the bills ---------- _____ (62)
63. Is a good shopper ---------- _____ (63)
64. Does the food buying ---------- _____ (64)
65. Buys clothes for the family ---------- _____ (65)
66. Knows the amount of household expenses ---------- _____ (66)
67. Keeps records of expenses ---------- _____ (67)
68. Manages the family's money ---------- _____ (68)
69. Keeps informed about all aspects of family financial affairs ---------- _____ (69)
70. Plans and keeps a budget ---------- _____ (70)
71. Manages the home ---------- _____ (71)
72. Manages her time ---------- _____ (72)
73. Considers home and family concerns of more importance than work outside the home ---------- _____ (73)

This is true of me more often than of homemakers I know				This is true of homemakers I know more often than of me
1	2	3	4	5

74. Does the shopping for food ---------- _____ (74)
75. Stays within planned food budget ---------- _____ (75)
76. Takes advantage of advertised food specials ---------- _____ (76)
77. Has meals ready on time ---------- _____ (77)
78. Plans the family meals to provide for individual needs and/or preferences ---------- _____ (78)
79. Manages the preparation of food for the family ---------- _____ (79)
80. Has a basic knowledge of nutrition ---------- _____ (80)
81. Knows how to plan well balanced meals ---------- _____ (81)
82. Prepares nourishing meals ---------- _____ (82)
83. Provides snacks for the family ---------- _____ (83)
84. Preserves food by canning and/or freezing ---------- _____ (84)
85. Makes a garden ---------- _____ (85)
86. Uses food to give family pleasure ---------- _____ (86)
87. Has meals at home ---------- _____ (87)
88. Prepares and serves attractive meals ---------- _____ (88)
89. Decorates the home attractively ---------- _____ (89)
90. Arranges furnishings and accessories for convenience ---------- _____ (90)
91. Selects and hangs draperies ---------- _____ (91)
92. Selects and buys furniture ---------- _____ (92)
93. Uses home furnishings money wisely ---------- _____ (93)
94. Keeps the house clean, neat and orderly ---------- _____ (94)
95. Keeps the kitchen clean ---------- _____ (95)
96. Plants and cares for flowers and shrubbery ---------- _____ (96)
97. Cares for yard ---------- _____ (97)
98. Sews clothing for self ---------- _____ (98)
99. Sews clothing for children ---------- _____ (99)
100. Alters clothes ---------- _____ (100)
101. Does the laundry ---------- _____ (101)
102. Irons and presses clothes ---------- _____ (102)
103. Mends and repairs the clothing ---------- _____ (103)
104. Supervises the care of clothing ---------- _____ (104)
105. Keeps clothing ready to wear when needed ---------- _____ (105)
106. Teaches children to care for clothes ---------- _____ (106)
107. Stores clothes where they can be found ---------- _____ (107)
108. Cares for clothing so it will last ---------- _____ (108)

This is true of me more often than of homemakers I know				This is true of homemakers I know more often than of me
1	2	3	4	5

109. Considers time and money in making clothing choices -- _____ (109)
110. Provides clothing suitable for various occasions ----- _____ (110)
111. Provides clothing suitable for weather ---------- _____ (111)
112. Purchases clothing to meet individual family needs ---- _____ (112)
113. Reads clothing labels ---------- _____ (113)
114. Recognizes the quality of fabric and construction of clothing ---------- _____ (114)
115. Selects best buys within family clothing budget ------- _____ (115)
116. Makes use of hand-me-down garments ---------- _____ (116)

SELF PERCEPTION OF COMPETENCE - EMPLOYED HOMEMAKER

DIRECTIONS:

If the statement is <u>true of you</u> more often than of other homemakers you know, rate yourself __1__.

If the statement is <u>true of other homemakers</u> more often than yourself, rate yourself __5__.

If you are <u>uncertain</u> about how to rate yourself, write the number __3__.

Use __4__ to indicate a rating <u>generally favorable to homemakers other than yourself.</u>

Use __2__ to indicate a rating <u>generally favorable to yourself.</u>

This is true of <u>me</u> more often than of homemakers I know.				This is true of homemakers I know more often than of me.
1	2	3	4	5

Using the scale above, write the number corresponding to your own judgment in the blank space following each statement:

Example:

1. Encourages reading ---------- __2__ (1)
2. Provides right kind of pet ---------- __3__ (2)
3. Keeps children clean ---------- __5__ (3)

1. Sets standards of right and wrong for children --------- _____ (1)
2. Demonstrates good moral standards ---------- _____ (2)
3. Knows where children are at all times ---------- _____ (3)
4. Teaches children to have a sense of responsibility ----- _____ (4)
5. Understands and is able to cope with the different characteristics of children of various ages ---------- _____ (5)
6. Encourages children to develop their own personality --- _____ (6)
7. Provides for the physical care of children ---------- _____ (7)
8. Helps prevent injuries to children ---------- _____ (8)

This is true of me more often than of homemakers I know				This is true of homemakers I know more often than of me.
1	2	3	4	5

9. Is able to care for minor accidents ---------- _____ (9)
10. Recognizes signs of illnesses ---------- _____ (10)
11. Knows when to take children to doctor ---------- _____ (11)
12. Maintain close relationships with children by giving love and affection ---------- _____ (12)
13. Keeps lines of communication with children open ------ _____ (13)
14. Understands the child's point of view ---------- _____ (14)
15. Helps each child with his problems ---------- _____ (15)
16. Disciplines the child ---------- _____ (16)
17. Provides for future education of children ---------- _____ (17)
18. Helps children learn intellectual skills ---------- _____ (18)
19. Cooperates with school ---------- _____ (19)
20. Participates in civic and political affairs ---------- _____ (20)
21. Guards the health of the family ---------- _____ (21)
22. Is a companion to her husband ---------- _____ (22)
23. Is a efficient homemaker ---------- _____ (23)
24. Is a "good" mother ---------- _____ (24)
25. Is a professional and/or social asset to her husband --- _____ (25)
26. Loves, understands, and makes her husband feel important ---------- _____ (26)
27. Is willing to adjust to her husband's needs and moods -- _____ (27)
28. Gets along with people ---------- _____ (28)
29. Is a good hostess ---------- _____ (29)
30. Keeps informed about home and family matters --------- _____ (30)
31. Has a balance of activities between work, social affairs and family ---------- _____ (31)
32. Arranges time for self ---------- _____ (32)
33. Is an efficient shopper ---------- _____ (33)
34. Keeps records of expenses ---------- _____ (34)
35. Keeps informed about all aspects of family financial affairs ---------- _____ (35)
36. Considers home and family concerns of more importance than work outside the home ---------- _____ (36)
37. Has a basic knowledge of nutrition ---------- _____ (37)
38. Keeps the house clean, neat and orderly ---------- _____ (38)
39. Provides clothing suitable for various occasions ------ _____ (39)

This is true of me more often than of homemakers I know				This is true of homemakers I know more often than of me.
1	2	3	4	5

40. Provides clothing suitable for weather ---------- _____ (40)
41. Is well groomed ---------- _____ (41)
42. Is polite to friends and co-workers as much as to social acquaintances ---------- _____ (42)
43. Is honest ---------- _____ (43)
44. Assumes responsibility while on the job ---------- _____ (44)
45. Is willing to follow directions ---------- _____ (45)
46. Maintains own personal health ---------- _____ (46)
47. Has pleasing personality ---------- _____ (47)
48. Does not waste time while on job ---------- _____ (48)
49. Exercises good judgment ---------- _____ (49)
50. Does work quickly and accurately ---------- _____ (50)